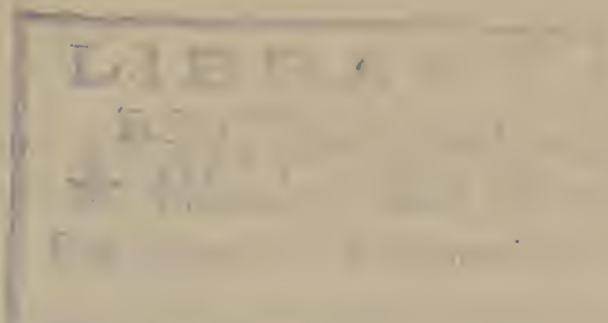


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U. S. DEPARTMENT OF AGRICULTURE,  
STATES RELATIONS SERVICE.

A. C. TRUE, Director.

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HOW TEACHERS IN THE ELEMENTARY SCHOOLS MAY  
USE THE FARMERS' BULLETINS ON FOODS.

*Range of use.*—These bulletins may be used in all elementary schools.

*Relation to the course of study.*—Suited to the courses of study in home economics and physiology, suggesting correlations with agriculture and other school subjects.

*Topics for study.*—I. Food requirements. The need of food—the day's amount of food for different types of workers. The foods that should be provided—the groups of foods. Examples: How tell an adequate diet; some general food suggestions (Farmers' Bulletin 808).

II. The cereals. Meaning, points to be observed in selecting cereals. Kinds—food material in cereals, prepared cereals, cereal dishes, amount of cereals that should be used. Cereal foods, pastries, economies with cereals, substitutes (Farmers' Bulletin 817).

III. Proteins. Importance of proteins, source of proteins, amount needed, protein in different foods, kinds of protein, cost of protein, use of protein-rich foods in cookery, points to be remembered about protein foods (Farmers' Bulletin 824).

IV. Fats. Source, need in the body, amount of fat needed. Kinds of fats—animal, vegetable. Use of fats in cookery. Economy in the use of fats, utilization of waste fats, rendering of fats, care and storage (Department Bulletin 469, price 5 cents).

V. Sugars. Kinds, source, their use in the body, amount needed in daily ration, preparation, use in cooking (Referred to in Farmers' Bulletin 817).

VI. Fruits and vegetables. Their value as a food, sources, method of preparation, cooking, serving, canning.

*Suggestions and practical exercises.*—With the bulletins on how to select foods as the basis of the teaching course on foods, make the subjects Food for Young Children (Farmers' Bulletin 717) and the School Lunch (Farmers' Bulletin 712) the basis of the practice work.



The teacher should make a careful study of the school lunch problem. (Apply to the State agricultural college for additional bulletins published on this subject.)

If there is no course in home economics, this practice work may be done in connection with the lessons in physiology or the teacher may make the school lunch the basis of a course in home economics that may be further developed. The teacher should have the plan thoroughly worked out before attempting any practice work. After the lessons on food are given, a food survey of the district may be made, showing both the foods that are produced in the community and those that are brought in and are on sale at the markets. These foods are to be classified in their proper groups and a chart constructed showing these groups. A discussion of these foods, their use to the body, and their relative values should follow. From this general discussion it will be comparatively easy to bring up the matter of the food of the individual child and the school lunch. It will not be wise to study one meal apart from the other two. The three taken together must supply the different kinds of food if they are to satisfy the needs of the growing body. The subject of school lunches and home meals should be approached carefully and tactfully lest pupils and the parents take offense.

The teacher may suggest that a hot dish be prepared to add to the luncheon brought from home, and after a discussion by the school a series of hot dishes may be planned, and with this planning may also be discussed the articles of food that each pupil may bring from home to go with the hot dish prepared at school. When planning the noon meal or any other, the following points must be kept in mind: The cost of the food, the combination of proper foods to meet the needs of the body, the kind of food that can be brought or that is on hand to use, and the amount of time that can be spent in preparing and serving.

The preparing and serving of this meal may be made a school project. Assign different groups of pupils each week to prepare and serve. After a discussion with the pupils decide what will be served each week. Develop by informal talks not only what foods should be brought from home to go with this service, but also what should be eaten at the other meals of the day in order that the proper food combinations may be had. In connection with the preparing and serving of this food, the teacher should stress the importance of saving food, utilizing the scraps of food, and the use of both wheat and meat substitutes. (See Farmers' Bulletin 955.) (Apply to State agricultural college for additional bulletins.) The articles of food prepared at school may well be used to illustrate these principles. In small schools the supplies may be donated, each pupil furnishing his share, and the meals served free or with a small charge,

the proceeds to be used to purchase equipment. The equipment should be simple, and may often be purchased by the school trustees or with a fund raised by an entertainment.

In connection with the school practice, home projects in cooking, food preparation, and preservation may be assigned for which the pupils may receive credit in school. Instructions in setting the table and in serving may be given and such practice be made a home project.

The surplus school or home garden supply may be utilized for canning or preserving in other ways and will supply abundant material for school lunches. For directions in canning refer to Farmers' Bulletins 839 and 853, and for drying of fruits and vegetables, Farmers' Bulletin 984.

*Illustrative material.*—Construct charts showing relative amount of nutrients in various foods; others showing comparative food values. Illustrations showing a balanced meal for children and for adults. Make food maps showing distribution of foods for the district, State, and Nation. Make a collection of home food products. (There are many firms that will furnish food products displays at a small cost.) Cut from magazines, catalogues, etc., pictures of fruits, grains, and other foods. Mount them in groups on cardboard, labeling to show origin, chief source, and use. Construct large drawings showing the different cuts of meat from cattle, hogs, and sheep.

On outline maps of the world show sources of the chief food products; on other maps show the foods of the various nations of the world. Construct charts showing relative amounts of these foods produced. (The latest Yearbook of the Department of Agriculture will furnish statistics.)

*Correlations.*—Arithmetic: Have the pupils compute the total cost of a home meal, of a school lunch, and then figure the cost per person. Make comparative tables showing cost of meals from different families. Compute at current prices the value of the food products on the farm or in the home. Compare the cost of home-grown food with that purchased at the markets. Construct problems based on the cost of any one food product, such as eggs, beans, corn meal, etc., estimate the amount needed for each pupil, compute daily cost per pupil and for entire school. Make similar computations on the total for cost per pupil per day, week, and year. Make similar problems showing food values.

Geography: Discuss the imported foods as to home or place of production, kinds, preparation, trade routes, and as to what United States possibly offers in exchange. How nearly does this district, county, or State feed itself? On what foods is there unnecessary transportation expense? A discussion of soils and climate where dif-



ferent foods are grown will prove of value. On a map of the United States locate the great food factories. Discuss these factories as to the method of food preparation. Locate the fruit-growing regions. Study the different methods of preparing fruit for market. Locate on a map the cattle-growing States, hog States, sheep States, poultry States, and dairy States. Locate the chief meat-packing centers. Write an account of the various processes in meat packing and of the utilization of the by-products.

Language: The pupils should keep a book in which the recipes should be neatly written. Have the pupils of each group to make neatly written reports on how they prepare and serve a meal. Make booklets containing the story of corn, of wheat, of the potato, of sugar, and of other food products. If there be a local factory or mill producing food, make a trip of inspection and have the story written. Study the poems, myths, and legends bearing on different plants and foods, for example, the apple in history, and legend will form the basis of an interesting language study. Read Whittier's "Corn Song," etc., poems on crops and foods. Require written reports upon the home projects assigned the different pupils. Prepare accounts of the different ways of making bread among various peoples. Oral discussion of these subjects will be valuable.

Agriculture: The discussion of foods and food supply will lead to the subject of food production. Here will be found opportunity for project work both in school and home gardens. The boys may be interested in raising different foods both at home and at school, and the girls may be taught to can them, and the basis for many school meals is ready for the school year. In close connection with food production comes the problem of seed selection and testing, of fertilizers, soils, preparation of seed bed, planting, cultivation, harvesting, marketing, or saving for home use. Further assistance may be given by lists prepared by the States Relations Service, Farmers' Bulletins, and the publications of the U. S. Bureau of Education on school courses in home economics.

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